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ABSTRACT

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with assessing student affective (attitudinal) performance. Addressed in the individual learning experiences are the following topics: understanding the rationale and techniques for assessing student affective performance (major categories in the affective domain, assessment items and techniques, and semantic differential scales); constructing five different types of evaluation items and devices to assess achievement of a given affective performance objective (essay items, problem-solving items or case studies, oral examinations, attitude scales, and checklists); administering a test; and assessing student affective (attitudes) performance in an actual teaching situation. Each learning module contains some or all of the following: an objective, instructional text, one or more learning activities, and a feedback activity. (MN)

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Assess Student Performance: Attitudes

Second Edition

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens, GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to George W. Smith Jr. , Art Director at AAVIM, for supervision of the module production process.

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
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- Conducting leadership development and training programs.

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MODULE

D-3

Assess Student Performance: Attitudes

Second Edition

Module D-3 of Category D—Instructional Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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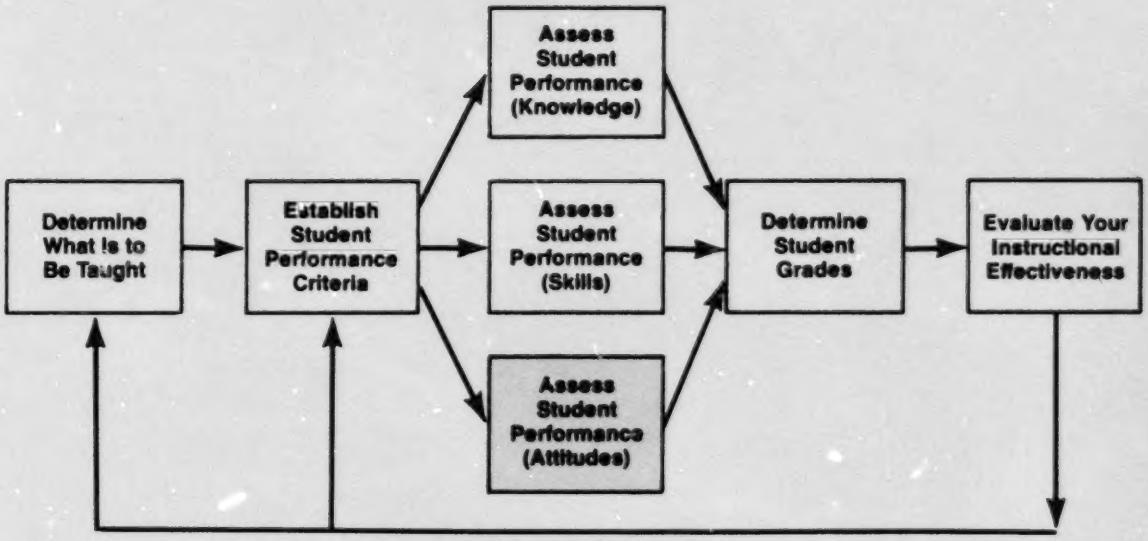


INSTRUCTIONAL EVALUATION PROCESS

INTRODUCTION

Some information is just good to know—it enriches our lives. However, in vocational-technical education, much of what is taught is knowledge that has direct application to daily living. Vocational teachers teach the proper meal patterns to maintain a healthy body. Vocational instructors teach the rotation of crops for the preservation of productive soil. They are in a practical, applied field.

Being in an applied field means that the subject matter has to be taught so that the **behavior** of the learner **changes.** It isn't enough to teach just the principles of daily dietary needs. The students should become so committed to these principles that they eat balanced meals. As you may know, obesity and poor nutrition are national health problems. People are not utilizing the information they possess.

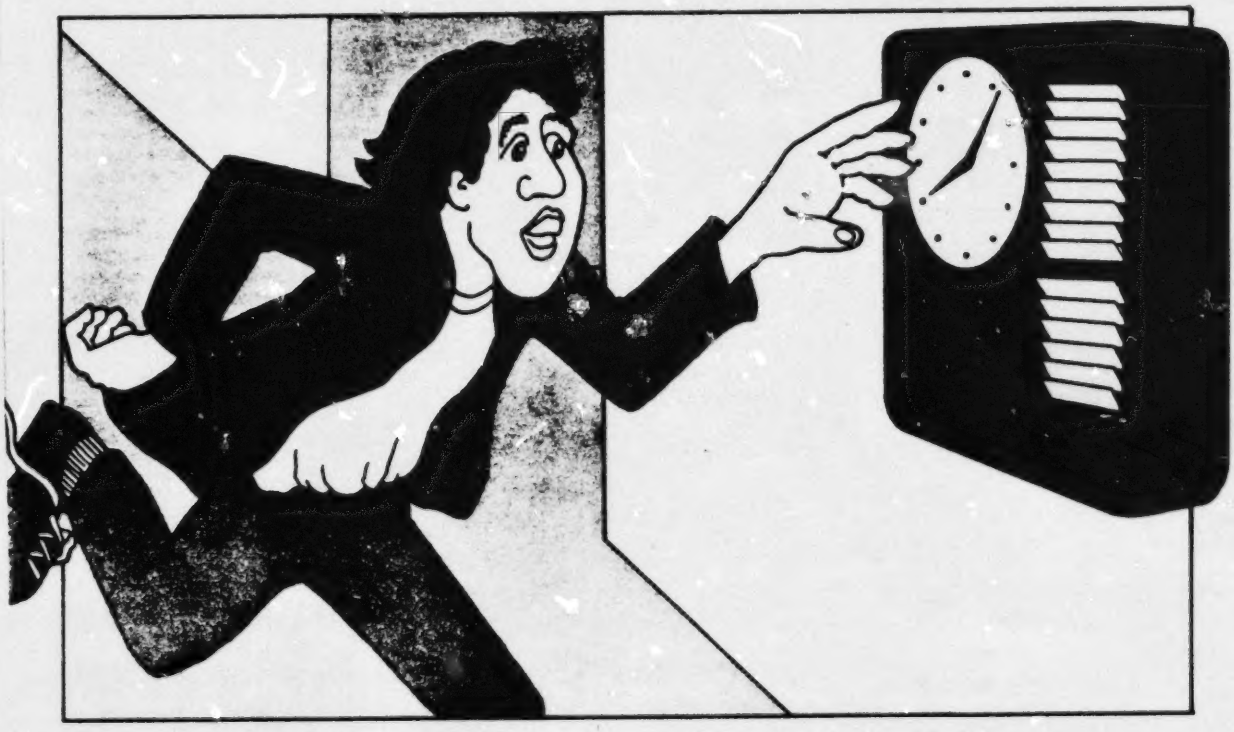
Some employees lose their jobs because of careless personal habits (e.g., being late to work) and not because they lack the skills required on the job. These employees know what their working hours are and are skilled in the tasks required. Yet, they fail to hold steady employment. Some theorists attribute this gap between what is known and what is practiced to the **valuing** aspect of human behavior.

In education, objectives reflecting this valuing aspect of human behavior involve feelings and attitudes that are part of human personality. Educators classify such objectives in the **affective domain** of learning. Krathwohl and others state that this feeling aspect of human behavior is expressed through our interests, attitudes, appreciations, values, and emotional sets or biases.

As in the knowledge area (the cognitive domain), authorities in the field of affective education contend that there are different levels of feelings—from a simple awareness stage to a deep-seated outlook on life.

Can teachers develop instructional objectives that deal with students' attitudes and feelings? Is there any way to evaluate the achievement of such objectives? There are many arguments for and against the evaluation of objectives in the affective, or feeling, domain. But, if such student performance objectives are stated in program plans, then the degree of students' achievement of these objectives needs to be assessed.

In this module, you will learn the techniques for evaluating student affective performance, you will develop items and devices for assessing student affective performance, and you will have an opportunity to apply what you have learned.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, assess student affective (attitudes) performance. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and techniques for assessing student affective performance (*Learning Experience I*).
2. After completing the required reading, construct five different types of evaluation items and devices to assess achievement of a given affective student performance objective (*Learning Experience II*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Reference: Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertram B. *Taxonomy of Educational Objectives, Handbook II: Affective Domain.* New York, NY: Longman, 1969.

Optional

Reference: Eiss, Albert F., and Harbeck, Mary Blatt. *Behavioral Objectives in the Affective Domain.* Washington, DC: National Science Supervisors Association, 1969. ED 028 101

Reference: Bloom, Benjamin S.; Hastings, J. Thomas; and Madaus, George F. *Handbook on Formative and Summative Evaluation of Student Learning.* St. Louis, MO: McGraw-Hill Book Company, 1971. ED 049 340

Reference: Mager, Robert F. *Developing Attitude Toward Learning.* Belmont, CA: Pitman Learning, 1968. ED 036 494

A resource person and/or peers with whom you can discuss the readings.

Learning Experience II

Optional

Reference: Indiana Home Economics Association. *Evaluation in Home Economics.* West Lafayette, IN: IHEA, 1974. ED 109 334

A resource person and/or peer to review the evaluation devices and items you construct.

Learning Experience III

Required

An actual teaching situation in which you can assess student affective (attitudes) performance.

A resource person to assess your competency in assessing student affective (attitudes) performance.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

Enabling Objective

After completing the required reading, demonstrate knowledge of the rationale and techniques for assessing student affective performance.

Activity 1

You will be reading the information sheet, Assessing Student Affective Performance, pp. 6–12.

Optional Activity 2

You may wish to read one or more of the following supplementary references: Eiss and Harbeck, *Behavioral Objectives in the Affective Domain*, pp. 18–22, 32–41; Bloom et al., *Handbook on Formative and Summative Evaluation of Student Learning*, pp. 235–244; and/or Mager, *Developing Attitude Toward Learning*.

Activity 3

You will be reading Krathwohl et al., *Taxonomy of Educational Objectives, Handbook II: Affective Domain*, pp. 176–185.

Optional Activity 4

You may wish to meet with your resource person and/or peers to further discuss the information in the readings.

Activity 5

You will be demonstrating knowledge of the rationale and techniques for assessing student affective performance by completing the Self-Check, pp. 13–14.

Feedback 6

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.

Activity 1

If your program plans include objectives in the affective domain, you will need to assess students' achievement of those objectives. For information on the rationale for assessing student achievement of affective performance objectives and the techniques for doing so, read the following information sheet.

ASSESSING STUDENT AFFECTIVE PERFORMANCE

There is more to learning than simply acquiring a fund of knowledge. Students in vocational-technical education, of course, need to know facts, data, and procedures. They must also be able to perform the skills of their occupation. But a good program of occupational training should also aid students in developing a set of attitudes and a system of values about themselves and their work that will help them become competent and satisfied workers.

Vocational teachers need to plan for student attitude change (i.e., develop objectives that concern attitudes, feelings, and values), and then they must determine whether those objectives have indeed been achieved.

When we speak of **attitudes,** we refer to a person's system of beliefs, values, and tendencies to act in certain ways. If students believe that their occupational area is a good one, with opportunity for growth and advancement, they will tend to come to your class on time, complete their assignments conscientiously, and look for additional things to do.

Networks or groups of related attitudes, beliefs, and feelings form a person's **values.** Values are ideas of worth, of what is "good" and "bad." If your students value cleanliness and order, for example, they will help keep the laboratory clean and orderly.

Attitudes, feelings, and values are an important part of learning. This part is often called the **affective domain** of learning. Instructional objectives dealing with the learning of attitudes and values are called **affective objectives.** Objectives in the affective domain "emphasize a feeling tone, an emotion, or a degree of acceptance or rejection."[1]

Affective objectives are not all of the same order, or level, however. Some aspects of attitudes and values may be described as weak, slight, or superficial. Persons also may hold some attitudes and values that are deep-seated, strong, and personal. Krathwohl et al. classify these degrees of feelings into the categories shown in sample 1.

As a vocational teacher, you will probably want to develop objectives at all the levels of the affective domain.[2] Some objectives may simply be at the awareness level (*The student demonstrates awareness that dental auxiliaries should be courteous to patients*). Others may be much higher (*The student goes out of his/her way to assist other students in the class with their work*).

Notice that attitudes and feelings cannot be observed directly—nobody has ever actually seen or photographed an attitude. The only indication of an attitude or feeling is some form of behavior—what the person does or says. Therefore, when you are writing affective objectives, you should use action verbs that describe the kind of student behavior you are looking for—evidence of the desired attitude or value.

You can select such action verbs as those in the list that follows. These verbs cover affective behaviors in the lower, intermediate, and higher levels of the affective area of learning.

Accept	Listen
Argue	Object
Ask	Organize
Assist	Participate
Associate with	Persist
Attempt	Praise
Attend	Practice
Challenge	Promote
Choose	Recommend
Compare	Reject
Comply	Seek
Conform	Select
Criticize	Share
Defend	Submit
Differentiate	Suggest
Discuss	Support
Evaluate	Try
Help	Visit
Join	Volunteer

The actions, such as the ones listed above, should be organized and used at the appropriate level for the students involved.

1. David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, *Taxonomy of Educational Objectives, Handbook II: Affective Domain* (New York, NY: David McKay Company, 1964). Reprinted by permission of David McKay Company, Inc.

2. To gain skill in developing student performance objectives in the affective area, you may wish to refer to Module B–2, *Develop Student Performance Objectives.*

SAMPLE 1

MAJOR CATEGORIES IN THE AFFECTIVE DOMAIN

Characterizing
Total behavior is consistent with values internalized

Organizing
Committed to set of values as displayed by behavior

Valuing
Displays behavior consistent with single belief or attitude in situations where he/she is not forced to comply or obey

Responding
Complies to given expectations by attending or reacting to stimuli or phenomena, i.e., interests

Receiving
Aware of; passively attending to certain phenomena and stimuli, i.e., listening

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SOURCE: David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, *Taxonomy of Educational Objectives, Handbook II: Affective Domain* (New York, NY: David McKay Company, 1964). Reprinted by permission of David McKay Company, Inc.

For example, you can't expect students to become enthusiastic about a particular computer program until they understand what it can do in terms of solving complex problems and saving time and effort. First, they must be moved to the stage of awareness. Then, they will be ready to accept and, perhaps, value this new idea.

As another example, using the action verbs above, students who are committed to a certain occupational specialty usually (1) **join** the vocational student organization, (2) **participate** at meetings and other functions, (3) **volunteer** for committee assignments, and (4) generally **promote** the activities of the organization. These behaviors are all evidence of achievement of objectives in the affective area of learning.

There is much controversy in education over the issue of evaluating achievement of affective objectives, especially if a grade is involved. There are really three positions being taken. One position is that the school has no right to teach attitudes or values and to judge a student on how he or she feels about something—that this is the responsibility of the home and religious groups.

Another position is that it is all right to judge students on how they feel, providing you judge students as a group (a class) and not as individuals within the group. The third position is that affective objectives are a legitimate part of the instructional program. Therefore, student progress in achieving these objectives should be reported. In many schools, administrative policies control this issue.

It is very important in assessing affective behavior that the privacy and personal concerns of students be safeguarded. You are asking persons to reveal themselves to you, and you must take care to respect their feelings. The students' responses to assessment procedures must be held confidential, and your knowledge of their feelings and emotions must not be used against them.

In the cognitive (or knowledge) domain, you can give paper-and-pencil tests to assess student achievement of learning, and you can ask oral questions.[3] In the psychomotor (or skill) domain, you can ask students to perform a skill, and you can observe them as they perform.[4]

But, how can you truly know what a student is feeling or not feeling? The assessment of student achievement of affective performance objectives is a very difficult task because people tend to hide their feelings or express only socially acceptable ones.

Assume, for example, that one objective is for the student to exhibit enthusiasm for the course. If the student is aware of the objective, it would be relatively easy for him/her to appear enthusiastic—whether this feeling is genuine or not.

For that reason, some teachers do not make their affective objectives public. However, this is not recommended practice. Teachers should not have a "hidden agenda" by which they are judging students. Some suggestions for items and devices that can be used for assessing achievement of affective objectives follow.

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3. To gain skill in assessing student cognitive performance, you may wish to refer to Module D–2, *Assess Student Performance: Knowledge*.

4. To gain skill in assessing student psychomotor performance, you may wish to refer to Module D–4, *Assess Student Performance: Skills*.

Assessment Items and Techniques

Among the items and techniques that are well suited for assessing affective achievement are essay items, case studies or problem-solving items, structured or unstructured interviews, oral examinations, attitude scales, and checklists.

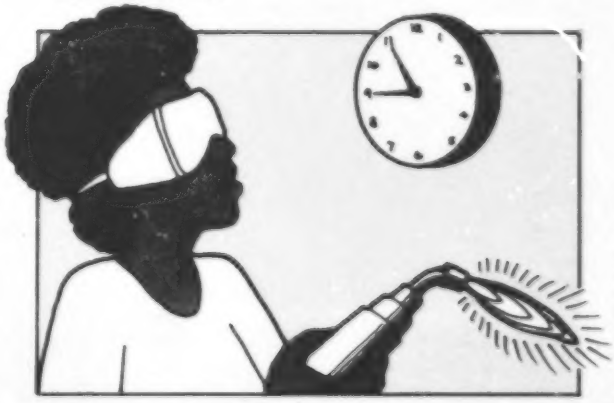
An **essay** item can be constructed so that it requires a student to describe feelings or beliefs or commitment toward something. If an objective is that *students will become* ***committed to action*** (valuing level) *regarding the advantages of obtaining a technical education*, an essay item may be appropriate, provided it requires students to respond beyond the knowledge level—beyond simply knowing the advantages. An example of such an essay item follows:

> A month ago, we studied the advantages of enrolling in a technical education program after completing this course. What steps, if any, have you taken toward enrolling in or applying for admission to a technical school?

If a student can't describe a single action taken (e.g., talked with my parents, wrote for admissions information, am earning money), you can infer that he or she has not gone beyond the receiving or awareness level.

A **case study or problem-solving** item can also be used to evaluate achievement of affective objectives. Let's say that one objective involves ***sharing*** *the responsibility of keeping the laboratory clean.* This objective could be stated at an affective level by requiring students to respond positively to—and perhaps even to value—a clean, orderly, and safe laboratory. You, as the teacher, want some assurance that the students are committed to the objective before they actually participate in laboratory activities. You could give students the following problem-solving item:

> You are using a blow torch in the welding area of the shop. You look up and see that class will end in five minutes. What are you going to do during the last five minutes?



If the student mentions only turning off the blow torch and picking up his/her books for the next class, you could question whether he/she values a clean, orderly, and safe laboratory.

Another assessment technique for obtaining insights into a student's achievement in the affective domain is the **structured interview.** The structured interview is held on a one-to-one basis in private. It is carefully organized to be sure that the student has an opportunity to express his/her attitudes and feelings on predetermined questions.

For example, if you and your students decide that an objective they want to achieve is *to contribute to the community*, then a structured interview may be appropriate. The structured interview would be conducted with one student at a time and could be recorded. (Some teachers use a tape recorder for this purpose.)

In preparation for the interview, you would need to construct a set of questions or problems to which you want the students to respond. The following are some of the items that might appear on your question sheet for the structured interview for the previous affective objective:

- Did you contribute any of your time, money, and talents for a community project?
- Did you help any of your neighbors?
- Did you use any of your work skills to help someone in need? Did you charge for your services?

The **unstructured interview** is another technique that can be used to evaluate achievement of affective objectives. In effect, this is simply a conversation between you and the student in which you bring up the topics that you want the student to talk about. This technique could also be used to evaluate the previous objective. You would not have a written list of questions to follow during the interview, but you could still record the interview.

In an unstructured interview, you want the student to know the purpose of the interview, and you assist the student in expressing his/her feelings. If a student is unable to express his/her feelings during this type of interview, you may want to try another type of evaluation technique.

An **oral examination** could be used to evaluate student achievement of affective objectives within the classroom or laboratory setting. You need to be very careful, however, in your choice of questions because expressions of feelings can become uncontrollable. If you have an affective objective in which students learn to ***evaluate*** *on-the-job progress*, an oral examination would be an effective means of judging student achievement, providing the students have been on the job long enough to realize their progress.

Many teachers ask questions during their teaching, but this use of questioning is not an oral examination. Rather, it is a teaching technique. When an oral examination is used for evaluation purposes, you should write out the questions beforehand and record, in writing or on tape, the responses made by students.

There are many types of **attitude scales** that can be developed to assess student achievement of affective performance objectives. One type is a **rating scale** in which students are asked to rate how strongly they feel about a statement, from *strongly agree* to *strongly disagree*. If you are trying to teach the concept that the customer is always right, for example, you may want to construct an attitude scale such as that in sample 2.

Another form of attitude scale that could be used to assess achievement of student affective objectives is called a **semantic differential scale.** Students are asked to rate, according to their feelings, two opposing words or ideas. If a student objective is to *appreciate the value of listening to the livestock market report*, then a scale such as that shown in sample 3 could be used.

A **checklist** for recording observations of students while at school and on the job is an excellent evaluation technique for assessing student affective performance. You may need to locate or develop several checklists, because each checklist should focus upon a specific objective. If one of the objectives is for students to *value being on time*, then the

SAMPLE 2

RATING SCALE

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I'd smile even though I didn't like what a customer said to me	SA	A	N	D	SD
2. I'd tell a customer he or she was wrong even though I might not make a sale	SA	A	N	D	SD

SAMPLE 3

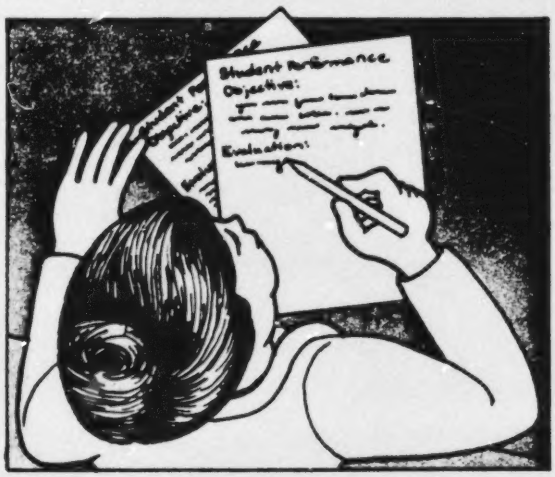
SEMANTIC DIFFERENTIAL SCALE

Worthwhile _ _ _ _ _ _ _ **Useless**
1 2 3 4 5 6 7

Timely _ _ _ _ _ _ _ **Dated**
1 2 3 4 5 6 7

use of a checklist such as that shown in sample 4 could assist you in assessing the student's performance.

The approach and techniques you use will depend largely upon the particular objectives and behavior you wish to evaluate. You may want to give an attitudinal pretest. You may want to plan to use more than one type of evaluation device for each objective. Or you may decide to use the same attitudinal checklist at various times throughout the year.



For example, assume that an instructor is interested in how students' attitudes toward being typists changed between the beginning and the end of a typing course. She or he would probably use a specially designed attitudinal test on a pretest and posttest basis.

In another situation, you might want to assess students' progress toward acquiring positive work habits while they are employed in a cooperative education work setting. In this instance, you could (1) develop an attitudinal checklist covering such items as employer-employee relations, punctuality, grooming, and dress and (2) ask the on-the-job instructors to rate the students periodically using this checklist.

Many affective objectives can be assessed through more informal means, such as observation of work habits, analysis of comments made by the students, and so on. The main point to remember is that you should select the most appropriate technique to assess achievement of the particular objective.

SAMPLE 4

CHECKLIST

Students

Behaviors for week of _____

1. In seat when bell rings .....
2. Has materials needed for class .....

Optional Activity 2

For further insight into the assessment of student affective performance, you may wish to read one or more of the following supplementary references: Eiss and Harbeck, *Behavioral Objectives in the Affective Domain*, pp. 18–22 and 32–41; Bloom et al., *Handbook of Formative and Summative Evaluation of Student Learning*, pp. 235–244; and/or Mager, *Developing Attitude Toward Learning*.

Activity 3

To familiarize yourself with the affective taxonomy, read Krathwohl et al., *Taxonomy of Educational Objectives, Handbook II: Affective Domain*, pp. 176–185. This appendix to the *Handbook* presents a condensed version of the five categories of the affective domain of the taxonomy.

Optional Activity 4

You may wish to arrange to meet with your resource person and/or peers who are also taking this module. At this meeting, you could (1) discuss further the concepts presented in the readings, (2) review existing affective objectives located in curriculum guides, textbooks, or task analyses, or (3) attempt to generate affective objectives at a variety of levels for your service area or occupational specialty.

Activity 5

The following items check your comprehension of the material in the information sheet, Assessing Student Affective Performance, pp. 6–12, and in the reading by Krathwohl et al.

SELF-CHECK

I. Matching:

In the left-hand column are five **descriptions** of evaluation devices or items. In the right-hand column are the **names** of seven evaluation devices or items. On the line to the left of each description in Column A, write the letter of the term in Column B that best matches the description.

Column A	Column B
_____1. Used for recording observed affective behaviors	A. Rating Scale
_____2. Students indicate how strongly they feel about a statement	B. Structured Interview
_____3. Students state in writing how they would respond or react to a particular situation	C. Oral Examination
_____4. Student is asked a planned series of questions in private	D. Essay Item
_____5. Students indicate how they feel about two opposing words or ideas	E. Problem-Solving Item
	F. Checklist
	G. Semantic Differential Scale

II. Essay:

Each of the following two items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

1. You have just been introduced to the concept of affective performance objectives. Do you believe that they have a place in vocational education? Is it possible to "measure" feelings? Explain your position in writing, including at least two justifications for your position.

2. Write an affective student performance objective appropriate for your occupational specialty, and indicate the **level** of the affective domain to which this objective belongs.

Feedback 6

Compare your written responses to the self-check items with the model answers given below. For Part I, your responses should exactly duplicate the model responses. For Part II, your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Matching:

1. F
2. A
3. E
4. B
5. G

II. Essay:

1. There is no one correct answer for this item. However, you should have considered the following areas:
   - Occupational competency involves more than knowing facts or being able to perform skills. Workers need certain attitudes, values, or feelings in order to perform successfully (e.g., they need to value punctuality, safety, and cooperation).
   - If attitudes and values are important to success in the occupation, then vocational teachers need to develop and assess the achievement of affective objectives.
   - Feelings and attitudes are difficult to measure, but we can observe a person's behavior and, to a great extent, determine by what he/she says or does what his/her attitudes, values, and feelings are.
2. Check the verb in your objective. Does it reflect a feeling or appreciation tone? Is the student simply required to be **aware** of something, or is he/she required to strongly **value** it? Look back to the listing of verbs on p. 6 of the information sheet and at the material in the reading by Krathwohl et al. as a check.

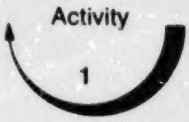
Level of Performance: For Part I, your written responses to the self-check items should have exactly duplicated the model answers. For Part II, your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Assessing Student Affective Performance, pp. 6–12, and/or the reading by Krathwohl et al. or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, construct five different types of evaluation items and devices to assess achievement of a given affective student performance objective.



You will be reading the information sheet, Constructing Evaluation Devices and Items, pp 18–23.

You may wish to read the following supplementary reference: *Evaluation in Home Economics*, pp. 15–115.

You will be constructing five evaluation items and devices to assess achievement of a given affective student performance objective.

You may wish to ask a peer or your resource person to offer suggestions to improve the evaluation devices and items you construct.

You will be evaluating your competency in constructing evaluation items and devices, using the Evaluation Checklist, pp. 25–27.

Activity 1

You can construct a variety of evaluation devices and items to assess affective performance. For information on these devices and items and on the procedures for constructing them, read the following information sheet.

CONSTRUCTING EVALUATION DEVICES AND ITEMS

Achievement in the affective area of learning is frequently evaluated by the use of such devices as attitude scales, performance checklists, structured and unstructured interviews, oral tests, and essay and problem-solving test items.

Generally, the first step in the process of evaluating student achievement of affective objectives is to examine your unit and lesson objectives to see whether performance in the affective domain is involved, either directly or indirectly. Most vocational-technical objectives cannot be classified in just one learning domain. For example, typing teachers don't teach learners just how to type so many words a minute—they teach them how to **be typists.**

The affective aspect of this basically psychomotor objective requires a commitment by the learner to "try harder" and is, therefore, classified as partially in the affective domain of learning. Thus, you need to look for words in your objectives that imply standards and values.

The second step is to determine what evaluation techniques to use to measure student progress toward achieving the objectives. The third step is to construct the devices and items you have selected.

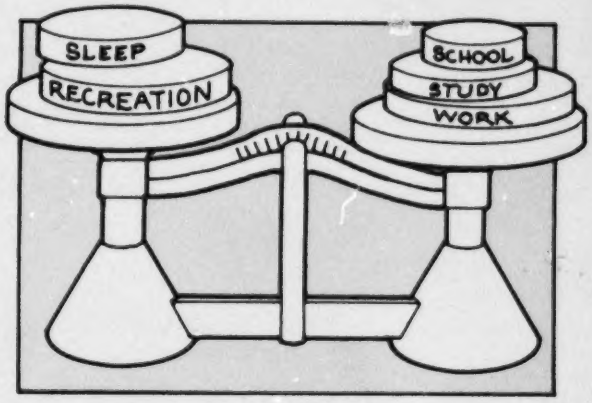
Types and Construction of Devices and Items

Essay items may be used to assess student achievement of affective objectives in the upper levels of the affective domain—valuing, organizing, characterizing by a value or value complex (see sample 1, p. 7).

For example, if some of your students have not regulated their lives to get a balance between school hours, working hours, and rest hours, one of your objectives might be for students to *accept the value of regulating hours to meet the demands of all their activities.* The following essay item will evaluate (in part) students' achievement of this affective objective:

> John Combs is enrolled in the automobile transmission rebuilding program at Suburban Technical Center. He drives to school, where he spends four hours in class. Plan a daily activities time schedule for John, following the criteria developed in class, and using your own experience in following the personal plan that you developed in class. Ten points will be awarded for a completed plan that involves all the criteria.

Students' responses to this essay item could give some evidence of their progress toward achievement of the affective objective—one can infer that, if students write realistic plans for John Combs that attempt to balance his activities, they probably are at least beginning to value the need for living a balanced life.



As you can see, this essay item states the situation in the first three sentences. The fourth sentence tells the students what they are to do—plan a daily activities time schedule. The essay item then specifies the guides to follow—criteria and own experience. Last, the details for evaluating are stated—10 points for applying all the criteria.

If you have a number of essay items in a test, you will need a set of general directions in which you tell students (1) the length of time for completing the test, (2) the total value of all items and grade weighting (for example, if the total points on the test are 80, then A = 76–80, B = 70–75, and so on), and (3) any other information that is needed (e.g., to write their responses on a separate piece of paper or to write in pencil).

What we have said about the use of essay items and the rules for constructing them also applies to

problem-solving items or **case studies.** Like the essay items, problem-solving items can assess the achievement of objectives in the upper levels of the affective domain —valuing, organizing, characterizing by a value or value complex.

Problem-solving items and case studies call upon students to place themselves in or react to a situation in which their prior experience is required to solve the problem or evaluate the situation. The item should describe the situation, what the student is to do, and the end expectations.

The essay item discussed earlier could be worded as follows to make it a problem-solving item:

> John Combs is enrolled in the automobile transmission rebuilding program at Suburban Technical Center. He drives to school, where he spends four hours in class. He then drives to work, where he spends four hours. John has been late to work three times this week. What would you suggest to help John solve this problem? Ten points will be awarded for a well-conceived plan.

Oral examinations can also be used to assess achievement of affective objectives. Oral test items can be developed for all levels of the affective domain—from receiving (attending) through characterizing by a value or value complex.

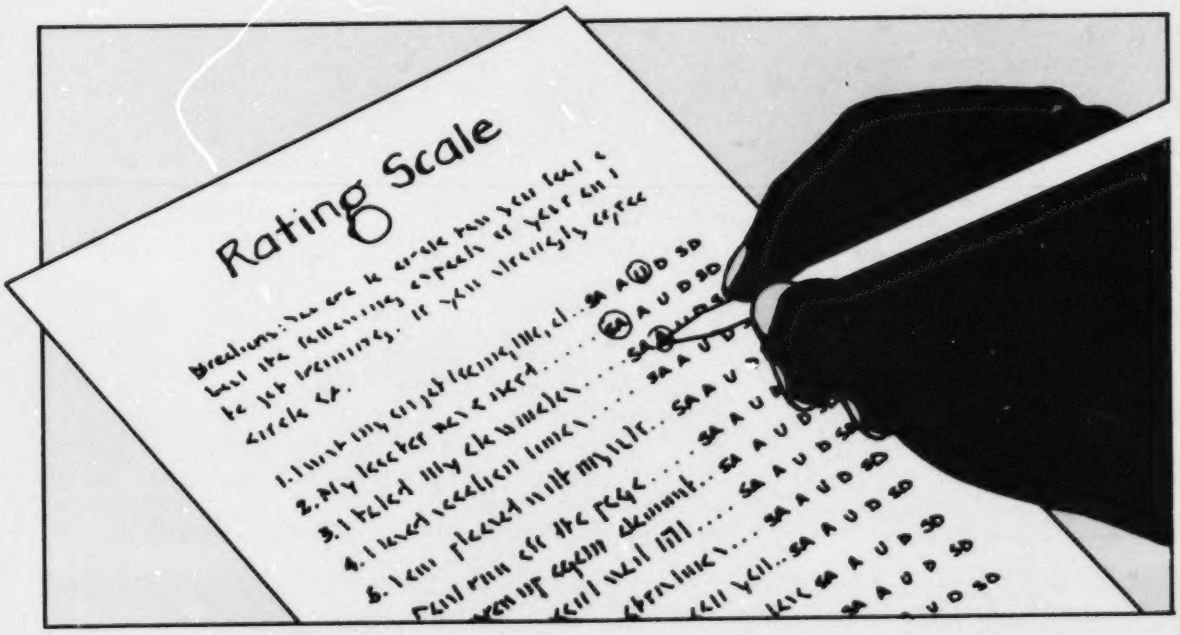
In using this type of evaluation technique, special care must be taken to avoid embarrassing a student, especially since the student's response will normally be made in front of the entire class. For example, if one of the objectives is to *get along with the on-the-job instructor*, you could give the test in private, asking a question such as "How are you getting along with Ms. Ames?" You might follow this question with another, such as "Why do you feel this way?" or "What has happened to make you feel this way?"

Again, the oral questions should be planned and written down before the test begins, and possible student responses should be recorded. Since the question in the example just given could have either a positive response (e.g., "We're really getting along fine") or a negative response (e.g., "I can't stand her"), follow-up questions should be planned for both types of responses.

Attitude scales are another way of getting an accounting of students' interests and feelings at all levels of the affective domain (see samples 2 and 3, p. 11). The results of an attitude scale will give you some indication of how students feel. However, a disadvantage of any teacher-made attitude scale is that it is so easy for students to fake their feelings.

One form of attitude scale is the **rating scale.** In the affective domain, these scales usually have five ratings for each statement, from *strongly agree* to *strongly disagree*. Most authorities indicate that a rating scale should include not less than three, or more than seven, ratings for each statement.

Since students need to value an object (or job, or friend, or teacher, or other subject being rated) before they can strongly agree or strongly disagree, rating scales are probably best for the upper levels of objectives classified in the affective domain, although this is not a hard-and-fast rule.



In constructing a rating scale, you should provide general directions for the group of attitudinal statements you want students to rate. All the ratings should be located in a horizontal row either before or after each of the statements, as shown in the partial rating scale in sample 5. Some authorities suggest that the sequence of the statements should be scrambled so that students do not establish a pattern in their ratings. If you decide to do this, be sure this information is in the directions.

Another type of attitude scale is the **semantic differential scale.** To construct this type of scale, you place two opposing words or ideas at either end of a line. It is important that you select words or phrases that are (1) directly related to the attitudes you are attempting to measure and (2) truly opposite to each other, not just somewhat different.

If you had a group of students who wanted to learn to be more cooperative with people in authority positions, you might use this technique to see what progress or achievement they were making. Again, you should provide a general set of directions at the beginning of the rating scale (see sample 6).

From the examples given, you can probably see how difficult it would be to translate the results of attitude scales into grades. However, you can assign a point value to each space on the line, with the **most desirable attitude** worth **six** and the **least desirable attitude** worth **zero.** Adding all the points in the test and dividing by the number of items will give you an average score for each student. By giving a pretest and posttest and computing the class average on each, you can determine the amount of attitude change that has resulted from a unit of work.

In some schools, teachers must provide written comments about the progress students are making. You will find that attitude scales can be a valuable tool to serve this purpose.

An excellent way to develop an attitude scale is to (1) listen to the words and statements of your students that reveal or relate to their attitudes and values; (2) write them down on index cards; and (3) build the scales using some of these items. A scale developed in this way will be much more realistic to the students.

SAMPLE 5

RATING SCALE

Directions: You are to circle how you feel about the following aspects of your on-the-job training. If you strongly agree with the statement, circle the (SA); if you agree with the statement, circle the (A). If you strongly disagree with the statement, circle the (SD); if you disagree with the statement, circle the (D). If you are undecided, circle the (U). You have 15 minutes to react to the 50 statements.

Example: I wish I had more time for my on-the-job training	**(SA)**	**A**	**U**	**D**	**SD**
1. I wish my on-the-job training had started during my freshman year.	SA	A	U	D	SD
2. I wish my on-the-job instructor would explain more things to me.	SA	A	U	D	SD

SAMPLE 6

SEMANTIC DIFFERENTIAL SCALE—DIRECTIONS

Directions: You have been practicing being more cooperative with your teachers and your on-the-job instructor. A list of opposing words appears below. You can rate how you feel about each of the opposing words by placing a check (✓) at a point on one of the seven spaces between each pair of words.

If one of the terms describes **exactly** how you feel, place a ✓ in the blank nearest the term.

Hot _ _ _ _ _ _ ✓ **Cold**

If one of the terms describes **rather adequately** how you feel, place a ✓ in the blank two spaces from the term.

Hungry _ ✓ _ _ _ _ _ **Full**

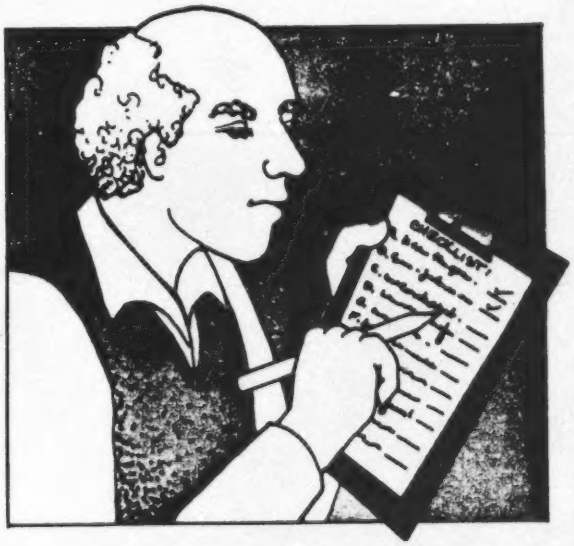
If one of the terms describes **somewhat** how you feel, place a ✓ in the blank three spaces from the term.

Sleepy _ _ _ _ ✓ _ _ **Rested**

If you are **undecided** or have **no feelings** related to the terms, place a ✓ in the middle space.

Healthy _ _ _ ✓ _ _ _ **Sick**

You have 15 minutes to respond to the following set of 50 opposite terms.



Checklists are another useful type of evaluation device. A checklist can be used to record observed student behavior in the affective domain. This method of observing and recording affective behavior patterns over a period of time is one of the best techniques for evaluating student achievement. You can record all levels and kinds of affective behavior, such as participation in class discussion, cooperation with others, or increased attention to personal appearance.

There are many forms the checklist could take. In sample 4, p. 12, specific behaviors are stated in the left-hand column and the names of the students would appear in the columns to the right. The date when the behavior is observed would also be recorded. In another type of checklist, an individual checklist is developed for each student to keep a record of his/her own actions, as in the partial checklist shown in sample 7.

You will find that students like to keep a record of their own behavior, especially when they have helped to develop the checklist. These checklists can be useful as a topic of discussion when you have conferences with students.

There are also **standardized attitude tests** you could use for determining likes and dislikes of students. You can check with the counselors in your school to see whether such tests have been given to the students. If so, you could discuss the results with the counselor.[5]

Constructing and Administering a Test

All the elements that make a good evaluation test or technique apply to assessing the achievement of affective objectives. The test must be **valid**—do what it is supposed to do. It must be **reliable**—do consistently what it is supposed to do. It must be **discriminating**—reveal true progress of students. It must be **comprehensive**—cover the objectives. It must be **easy to score.**[6]

If your assessment of student affective performance is to be valid, reliable, and fair, you must be sure that (1) the device or item you select truly evaluates the learning specified in the objectives, (2) the rules for constructing the device or item are followed, (3) a scoring key is developed prior to administration of the essay, oral, and problem-solving test items, and (4) the environment for taking the test or filling in the evaluation device is controlled.

In the administration and scoring of the test, the objective is to emphasize fairness to each student. Here are a few practices that can aid in conducting a fair written test. Prepare the test far enough in advance so that (1) time estimates can be made for completing each section and this information can be added to the test; (2) directions for completing the different types of items can be tried out and modified as needed; (3) copies of the test can be made for each student; and (4) the key for scoring can be made out.

When the test is administered, you need to create an **atmosphere** that allows students to concentrate on taking the test. See that the room is reasonably quiet and free from distractions, that the temperature is comfortable, and that the lighting is adequate.

Give any instructions prior to handing out the tests. Explain the purpose of the test, how it will be scored, and any instructions not included in the written directions. You may want to have students raise their hands when help is needed, and then move in response to their request rather than having the students come to you.

Some of the evaluation devices, such as the attitude checklist, will not be completed within a class period. Rather, these devices will be completed gradually, over a period of time. However, you should select specific class time to discuss with students the purpose of the device and how to use it. If the students are to check their own performance, you should check with them periodically to be sure they are using the device satisfactorily.

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5. To gain skill in gathering data about your students' interests and preferences, you may wish to refer to Module B–1, *Determine Needs and Interests of Students*; and Modules F–1, F–2, and F–3 in Category F: Guidance.

6. To gain skill in the techniques and procedures for developing, administering, and scoring valid, reliable, and fair tests, you may wish to refer to Module D–2, *Assess Student Performance: Knowledge*.

SAMPLE 7

INDIVIDUAL CHECKLIST

Name _____

Directions: Record the date and time when behavior occurs in school in the columns to the right of the behavior statement.

Behavior	Date and Time
1. Joined in class discussion	
2. Had assignment done on time	
3. Volunteered to do something	

For further information on selecting and constructing evaluation devices, you may wish to read *Evaluation in Home Economics*, pp. 15–115. This section discusses the construction of checklists, rating scales, and questionnaires. It presents many examples of such instruments, with suggestions for use in nine different vocational areas.

Construct (1) an essay item, (2) a problem-solving item or case study, (3) an oral test item or a structured interview, (4) an attitude scale, and (5) a checklist to assess student achievement of the following objective:

"Student trainees will demonstrate a cooperative attitude toward fellow workers and supervisors."

You may wish to ask some of your peers and/or your resource person to critique the evaluation items and devices you have developed. Discuss the suggested changes, and then make any necessary revisions.

Feedback 5

After you have constructed your evaluation devices and items, use the Evaluation Checklist, pp. 25–27, to evaluate your work.

EVALUATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Essay Item:				
1. The item is worded so responses will reveal student progress toward achieving the objective	☐	☐	☐	☐
2. The item is designed to assess achievement in the upper levels of the affective domain	☐	☐	☐	☐
3. The item does not call for or allow a simple yes or no response	☐	☐	☐	☐
4. Specific directions are given that would be helpful to the student in structuring an answer	☐	☐	☐	☐
5. The item is written at the students' comprehension level	☐	☐	☐	☐
6. The points to be given for an acceptable response are specified	☐	☐	☐	☐
7. Acceptable responses are identified in a key	☐	☐	☐	☐
Problem-Solving Item or Case Study				
8. The problem is stated so responses will reveal student progress toward achieving the objective	☐	☐	☐	☐
9. The problem is designed to assess achievement in the upper levels of the affective domain	☐	☐	☐	☐
10. The problem reflects a practical and realistic situation	☐	☐	☐	☐
11. The problem is written at the students' comprehension level	☐	☐	☐	☐
12. Specific directions are given that would be helpful to the student in structuring an answer	☐	☐	☐	☐
13. The points to be given for an acceptable solution are specified	☐	☐	☐	☐
14. Possible acceptable solutions for the problem are identified	☐	☐	☐	☐
Oral Test Item				
15. The item is worded so responses will reveal student progress toward achieving the objective	☐	☐	☐	☐
16. The item does not call for or allow a simple yes or no response	☐	☐	☐	☐
17. The response will not be embarrassing for the student to make	☐	☐	☐	☐

	N/A	No	Partial	Full
18. Specific directions are planned that would be helpful to the student in structuring a response	☐	☐	☐	☐
19. Wording of the oral question is at the student's level of comprehension	☐	☐	☐	☐
20. Acceptable responses are identified in a key	☐	☐	☐	☐
21. Points to be given for acceptable responses are specified	☐	☐	☐	☐
22. Possible follow-up questions are planned based on possible student responses	☐	☐	☐	☐
Structured Interview				
23. The items to be asked during the interview will assess student progress toward achieving the objective	☐	☐	☐	☐
24. The items for the interview are logically sequenced	☐	☐	☐	☐
25. Specific directions are planned that would be helpful to the student in responding during the interview	☐	☐	☐	☐
26. Each item is worded at the student's comprehension level	☐	☐	☐	☐
27. A method of recording responses is specified	☐	☐	☐	☐
28. Acceptable responses are identified	☐	☐	☐	☐
29. Possible follow-up questions are planned based on possible student responses	☐	☐	☐	☐
Attitude Scale				
30. The items on the scale are designed to reveal student progress toward achieving the objective	☐	☐	☐	☐
31. All items are at the comprehension level of the students	☐	☐	☐	☐
32. Directions are clearly stated and define or describe the ratings to be used	☐	☐	☐	☐
33. Items are logically sequenced	☐	☐	☐	☐
34. The scale includes at least three, but no more than seven, ratings for each statement or set of words or ideas	☐	☐	☐	☐
35. Acceptable responses are identified	☐	☐	☐	☐
36. The points to be given for acceptable responses are specified	☐	☐	☐	☐

Checklist

	N/A	No	Partial	Full
37. Items on the checklist are worded so that responses will reveal student progress toward achieving the objective	☐	☐	☐	☐
38. Directions are clearly stated	☐	☐	☐	☐
39. Space is included for the student's name and the date the behavior occurred	☐	☐	☐	☐
40. Items are logically arranged	☐	☐	☐	☐
41. Acceptable responses are identified	☐	☐	☐	☐

Level of Performance: All items should receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Constructing Evaluation Devices and Items, pp. 18–23, revise your work accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

Terminal Objective

In an **actual teaching situation,*** assess student affective (attitudes) performance.

Activity 1

As part of your teaching duties, determine when the nature of the student performance objectives requires the assessment of student attitudes. Based on that decision, assess student affective performance. This will include—

- determining the appropriate types of evaluation devices or items to use to measure students' achievement of the objectives
- constructing at least one test designed to measure student progress toward achieving the objectives
- administering the test to students

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Feedback 2

Arrange in advance to have your resource person review your test and other documentation (e.g., audiotape of your directions to students prior to administering the test or tests).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in assessing student affective (attitudes) performance.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Assess Student Performance: Attitudes (D–3)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing a test to assess student affective performance, the teacher:						
1. identified objectives in the affective (attitudes) area	☐	☐	☐	☐	☐	☐
2. identified types of test devices and items appropriate for assessing achievement of the objectives	☐	☐	☐	☐	☐	☐
3. developed each device or item to assess achievement of the identified objectives, including:						
a. following the guidelines for constructing that type of device or item	☐	☐	☐	☐	☐	☐
b. wording the item or device so that responses will reveal student progress toward achieving the objectives	☐	☐	☐	☐	☐	☐
c. developing clear and concise directions for each type of test item or device	☐	☐	☐	☐	☐	☐
d. wording the item or device at the students' comprehension level	☐	☐	☐	☐	☐	☐
e. identifying acceptable responses or solutions prior to using the item or device	☐	☐	☐	☐	☐	☐
f. determining the points to be given for acceptable responses or solutions	☐	☐	☐	☐	☐	☐
4. constructed a test that was:						
a. valid	☐	☐	☐	☐	☐	☐
b. reliable	☐	☐	☐	☐	☐	☐
c. objective	☐	☐	☐	☐	☐	☐
d. discriminating	☐	☐	☐	☐	☐	☐
e. comprehensive	☐	☐	☐	☐	☐	☐
f. easy to use	☐	☐	☐	☐	☐	☐

In administering the test to students, the teacher:	N/A	None	Poor	Fair	Good	Excellent
5. arranged the physical environment so it was suitable for test-taking	☐	☐	☐	☐	☐	☐
6. explained the use of the test in a nonthreatening way	☐	☐	☐	☐	☐	☐
7. gave specific instructions for how to proceed	☐	☐	☐	☐	☐	☐
8. had all needed testing materials and supplies ready for distribution	☐	☐	☐	☐	☐	☐
9. allowed sufficient time for the test to be completed	☐	☐	☐	☐	☐	☐
10. answered students' questions during the test in a manner that did not disturb the total group	☐	☐	☐	☐	☐	☐
11. recorded student responses during an oral test or structured interview	☐	☐	☐	☐	☐	☐
12. followed up on student responses during an oral test or structured interview	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT, responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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